

**READING KISWAHILI LANGUAGE AT LOWER STANDARDS IN PUBLIC  
PRIMARY SCHOOLS IN KINONDONI, TANZANIA: CHALLENGES AND  
STRATEGIES**

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**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for examination by the Open University of Tanzania a dissertation entitled: ***Reading Kiswahili Language at Lower Standards in Public Primary Schools in Kinondoni, Tanzania: Challenges and Strategies***, in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) of the Open University of Tanzania

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Date



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.....

Peter Lucy Lyimo

.....

Date



## **DEDICATION**

To my son, Nehemia, you gave me a reason to go on with my study when I felt like giving up.

I love you son.





## **ACKNOWLEDGEMENT**

All thanks, praises, glory and honour to Almighty God through whom all things are possible. Thank you my God for giving me health, strength, knowledge and wisdom to accomplish this study. It was not all bed of roses but Your mercy and grace was sufficient for me through the way. May your name be glorified always.

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the teachers, pupils and parents, particularly those who were the respondents of this study.

### **ABSTRACT**

The purpose of this study was to explore challenges and strategies facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to standard I and II pupils in public primary schools. This study was a case study, employed qualitative and quantitative approaches. The study was conducted within 10 out of 34 wards and 10 out of 140 public primary schools in Kinondoni municipality. The sample of 160 respondents was involved including 90 teachers, 60 pupils and 10 parents. Furthermore, the study employed random, purposive and convenience sampling techniques in the selection of the respondents. The questionnaires were self administered to the selected teachers and the interviews were administered to the pupils and parents. The documentary review and observation were as well used. The study findings revealed the following challenges: poor in-service training to standard I and II teachers, poor incentive to teachers, overcrowded classrooms and poor availability of T/L facilities. Challenges revealed on pupils' side were: pupils not reading Kiswahili language at home and not having Kiswahili texts of their own. Strategies which were employed were the use of language of dialogue and pictures and writing's symbols, while other strategies used were the word method, sentence and storytelling method. The study recommends that the government should establish mechanism to ensure that standard I and II teachers are provided with in-service training, provide motivation to teachers; build more classrooms and employ more teachers; make available the necessary teaching and

learning materials including textbooks and class libraries, also to introduce monitoring and evaluation system as a follow up mechanism to the implementation of programs in progress.

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## LIST OF ABBREVIATIONS

3R's	Reading, Writing and Arithmetic
EFA	Education For All
EUPEK	Enhancement of Universal Primary Education in Kampala
EUPEK	Enhancement of Universal Primary Education in Kampala
FTI	Fast Track Initiative
KKK	Kusoma, Kuandika na Kuhesabu
LOITASA	Language of Instruction in Tanzania and South-Africa
MED APPS	Master of Education in Administration, Planning and Policy Studies
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
RAS	Regional Administrative Secretary
RTI	Research Triangle Institute
STUP	Special Teacher Upgrading Programme
T/L	Teaching and Learning
TANU	Tanganyika African National Union
TANU	Tanganyika African National Union,
TDHS	Tanzania Demographic and Health Survey
TET	Taasisi ya Elimu Tanzania
UPE	Universal Primary Education
URT	United Republic of Tanzania

USAID

United States Agency for International Development

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE PROBLEM**

#### **1.1 Introduction**

The focus of this study was to find out the challenges and strategies in teaching and learning of reading Kiswahili language to standard I and II pupils in Tanzania's public primary schools, a case of Kinondoni municipality in Dar es Salaam region. Chapter one presents the background of the study, problem statement, aim of the study, objectives of the study, research questions, significance of the study, conceptual framework, scope of the study and delimitations and limitations.

#### **1.2 Background to the Problem**

Primary education is important for the achievement of national development. Access to primary education therefore has been formally accepted as mandatory and a basic human right for all children over half a century (Gove & Cvelich, 2011). However, the focus of universal access- the EFA goal in many countries, Tanzania being one of them, has neglected reading as a gauge of education quality (Gove & Cvelich, 2011). In Tanzania, like many African countries, boasts a wealth of indigenous languages. At last count, over 127 languages were spoken in this country of 37 million on the east coast of Africa (Massamba, 2002). Tanzania differs from some of its neighbours in that a lingua franca, Swahili, is spoken as a second language by a vast majority of the population and is a straightforward choice for a national language. Swahili is a

Bantu language in structure and vocabulary, making it closely related to many of the country's local languages, but it also draws a great deal of its vocabulary from Arabic due to the influences of coastal trade.

Swahili language is the mother tongue of the Swahili people living along the coast and in Zanzibar, as well as of the younger generations of urban dwellers. An estimated 30 million rural Tanzanians are second-language speakers, using their local language at home but Swahili for cross-tribal communication (Massamba, 2002). In 2004 the National Kiswahili Council estimated that 99 percent of all Tanzanians spoke Swahili as at least a second language (Brock-Utne, 2005). Swahili had its first taste of official status during the German colonial rule beginning in the late seventeenth century, when it was designated for nationwide use in education and colonial administration. After some controversy, over whether German or Swahili should be used as the medium of instruction in schools, Swahili was eventually chosen, although the colonial government's motivation for this decision has been called into question. Rather than desiring Tanzanians to learn in a language they spoke because it would advance their education, did the administration perhaps hope to prevent Tanzanians from learning German and thereby acquiring a sense of equality with their colonizers (Roy-Campbell & Zaline, 2001). The most straightforward explanation for their decision is that since the goal of the government schools was to prepare Tanzanians for employment in the colonial bureaucracy, using the convenient lingua franca already spoken by nearly all potential employees both in schools and in colonial administration was most practical. This promotion of Swahili

as a language of education and administration during German colonial rule was instrumental in the language's spread as a lingua franca in Tanzania (Roy-Campbell & Zaline, 2001).

When the British government took over administration of German East Africa following World War I, Swahili was preserved as the language of instruction in the first five years of primary school, but the medium in last three years of primary and all of secondary school was switched to English (Rubagumya, 1990). Colonial administration was also now carried out in English. Roy-Campbell and Zaline (2001) have argued that the British administration had a concrete plan to train a small minority of elite Tanzanians to assist in colonial administration, while for the rest of the population the aim was to maintain very low levels of education.

In 1954 the Tanganyika African National Union (TANU), the political party that fought for independence from British rule, used Swahili as a tool for uniting the different ethnic groups it sought to represent (Rubagumya, 1990). Tanganyika gained independence in 1961, with Julius Nyerere, a former secondary-school teacher and founder of TANU, as its first leader. His vision was of a country united under *ujamaa*, or “family hood,” a political philosophy of socialism and self-reliance. Nyerere adopted an aggressive nation-building campaign that included promoting Swahili as the language of public life and transforming the educational curriculum of government schools to focus on the Tanzanian national experience (Miguel, 2004).

In a book entitled “Education for Self-Reliance,” Nyerere criticized the western view of education prevailing in Tanzania following independence: “We have not until now questioned the basic system of education which we took over at the time of Independence. We have never done that because we have never thought about education except in terms of obtaining teachers, engineers, administrators, etc. Individually and collectively we have in practice thought of education as training for the skills required earning high salaries in the modern sector of our economy” (Smith, 1998:75). Kiswahili language has therefore remained as at least the second language spoken in Tanzania as well as the language of instruction in most of the public primary schools in Tanzania.

However, reading Kiswahili language particularly in lower standards of primary education has become a problem. For example, early grade reading assessments which was conducted in low-income countries reveal that, in some countries the majority of pupils in standard II are non readers, meaning they cannot correctly read even a single Kiswahili word in a simple paragraph as a result they complete primary education without having ability to read Kiswahili language (RTI International, 2014). In Tanzania Kiswahili is the language of instruction in most public primary schools, but pupils in standard II and III cannot read Kiswahili language of their class level. For example, the report on annual learning assessment conducted by Uwezo-Tanzania reveals that only 3 in 10 standard III pupils were able to read the Standard II level Kiswahili story included in the assessment (Uwezo, 2011). However, Tanzania has been putting initiatives to ensure that pupils complete



primary education with necessary reading skills; For instance, the Tanzania primary school curriculum for standard I-VII stresses on Kiswahili language by having more periods per week; six periods compared to other subjects like science which has been allocated two periods per week (TET, 2013). Furthermore, the government has prepared a separate primary school curriculum for standards I and II. The intention is to teach the 3Rs only in those classes; I and II and life skills subjects as it was in the previous curriculum (RTI International, 2014 & TET, 2015).

The Fast Track Initiative (FTI) which is a global partnership of low-income countries and donors working to achieve the EFA goals recommend a reasonable global standard to be for pupils to read with understanding a grade-level text by the end of grade II, which is the same to Tanzanian context (Gove & Cvelich, 2011).

### **1.3 Statement of the Problem**

Reading Kiswahili language is crucial in enabling primary school pupils understand other subjects since Kiswahili is a language of instruction in most of the public primary schools in Tanzania. However, the National Baseline Assessment for the 3Rs has revealed that only eight percent of the standard II pupils are reading Kiswahili language with comprehension, which is the goal of the reading instruction (RTI International, 2014). This implies that these pupils read by memorizing or cramming rather than understanding. Gove and Cvelich (2011) have urged that a large class is one of the problems which hinder teachers to support all pupils in the classroom (Gove & Cvelich, 2011). Along this line of argument, teacher's competence for teaching reading is also questioned. It is agreed that teachers who are teaching in the

lower standards of primary education are not well prepared (Gove & Cvelich, 2011). On the other side apart from having several efforts to address the problem of pupils' inability to read Kiswahili language, lack of teaching and learning materials is also said to be a setback in teaching reading Kiswahili language.

Research indicates that reading Kiswahili language at lower primary schools particularly in Tanzania is still a problem and in addition to that some initiatives introduced seem not to produce the desired results. From this point of view there is a need to understand more about this problem. It is true for instance, that large classes can be a problem and Tanzania is now using competence based curriculum which insists on learner-centered teaching approaches which means teaching by employing learner-centred approaches therefore learners could face obstacles in participatory teaching and learning processes.

#### **1.4 Purpose of the Study**

The main purpose of this study was to examine the challenges and strategies in teaching and learning of reading Kiswahili language to standard I and II pupils in Tanzanian's public primary schools focusing at Kinondoni municipality in Dar es Salaam region, Tanzania.

#### **1.5 Research Objectives**

- i. To explore challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to standard I and II pupils in Tanzania public primary schools

- ii. To examine the strategies used to improve teaching and learning of reading Kiswahili language to standard I and II pupils in Tanzania public primary schools
- iii. To investigate strategies to overcome the problem of inability to read Kiswahili language among standard I and II pupils in Tanzania public primary schools.

### **1.6 Research Questions**

Based on above objectives, the following are the accompanying research questions:

- i. What are the challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to standard I and II pupils in public primary schools in Tanzania?
- ii. What strategies are used to improve reading Kiswahili language to standard I and II pupils in public primary schools in Tanzania?
- iii. What strategies can be made to overcome the problem of inability to read Kiswahili language among standard I and II pupils in public primary schools in Tanzania?

### **1.7 Scope, Limitation and Delimitation of the Study**

The study has scope, limitation and delimitation basing on the challenges and strategies in teaching and learning of reading Kiswahili language to standard I and II pupils in Tanzanian's public primary schools

### **1.7.1 Scope of the study**

The study focused on the challenges and strategies for teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools particularly Kinondoni municipality. Hence the study was limited to only one municipality as a case study. Future researchers should do more research on the other municipalities/districts in the country apart from those in Dar es Salaam region.

### **1.7.2 Limitation**

In this study, the researcher faced the following limitations:

Documents for review- Most of the organizations or institutions treat some of their documents as confidential therefore the researcher had at times, no access to those relevant documents during this study for what the officials regard to be one of the confidential part of the institution for example in Ndugumbi, Magomeni and Mwenge primary schools. Such documents were the list of standard III pupils who do not know how to read Kiswahili language.

Respondent's unwillingness- Some of teachers hesitated to accept/respond to the questionnaire/some questions, fearing that the same information will be used against them later. Others felt uncomfortable to fill the questionnaire because they thought it could consume their time. Some respondents delayed to respond to the questionnaires by filling them timely.

### **1.7.3 Delimitations**

This study was confined to the “Reading” of Kiswahili language as one among the three (3) skills; 3R’s to be mastered in lower public primary schools in Tanzania. Furthermore, the study involved only standard I and II pupils in the sampled public primary schools in Kinondoni municipality in Dar es Salaam. This is because standard I and II is the point where pupils are taught the 3R’s and are thus expected to indicate mastery of these three (3) skills by the end of standard II. Kiswahili language was the only means of communication to the respondents in this study. Therefore, the questionnaires and interview schedules had to be translated to Kiswahili before taken to the respondents.

### **1.8 Significance of the Study**

The research findings are expected to contribute to the Ministry of Education and Vocational Training of Tanzania particularly in primary education department, in solving some of the problems which cause the continual problem of inability to read Kiswahili language as a skill in the curriculum. Furthermore, the study findings are expected to assist head teachers, district education offices, Tanzania Institute of Education and the schools inspectorate department in their endeavour of improving the performance in Kiswahili reading skill in public primary schools especially to standard I and standard II in Tanzania. It is also expected that the findings will help teachers in their choice of appropriate strategies/methods of teaching on how to read Kiswahili language. The findings of this research will inform curriculum developers about the implication of the present primary school curriculum for standard I and II. It will also assist them in finding solutions to these problems. The discussions and

results from the study would assist the government to structure critical analysis of the programs in a manner which will deliver a positive impact on the pupils who most depend on Kiswahili language. Findings of this study are expected to help primary schools at Kinondoni municipality to improvise improved strategies to improve reading Kiswahili and to suggest ways to cure the said problems/weaknesses.

### **1.9 Operational Definitions of Key Terms**

In this study the following were key terms hence operationalised to suit the need for this study: Kiswahili language, reading, mother tongue, and medium of instruction, Learning and teaching.

#### **1.9.1 Kiswahili language**

Kiswahili is a transparent language with consistent grapheme-phoneme correspondences (Ngugi, Okelo-Odongo & Wagacha, 2005). However, the transcription from phoneme to grapheme is not perfectly consistent due to orthographic rules related to the grammatical system of the language and dialect differences. In Kiswahili, grammatical affixes can be phonologically the same although they are spelt differently. For example, the words *alionunua* (e.g. in mlango alionunua – the door that she/he bought) and *aliyonunua* (e.g. nyumba aliyonunua – the house that she/he bought) are pronounced the same although there is a grammatical difference which is indicated by the agreement of the pronoun marker and should be marked in the spelling.

Kiswahili is a language of Bantu origin (Batibo, 2000). There is, however, a view that the language is linked to other non-African languages. Early reports of Literacy Skills of Kiswahili Speaking Children in Rural Tanzania claim that when Arabs, Portuguese, and Persians came to the coast of East Africa, they communicated and intermarried within the local tribes (Damaris, 2011). They interacted with the natives using a language that combined both the foreign language and the language of the people of the coast. Thus, Kiswahili borrowed extensively from foreign languages. For example, Arabic contributes 35% to Kiswahili vocabulary (Chiragdin & Mathias, 1997; Musau, 2000). According to Legere (1992), Kiswahili borrowed Arabic words related to religion (e.g. *mtakatifu* - holy person), trade (e.g. *biashara* - business), commerce (e.g. *tisa* – nine) and sailing (*mashua* –boat). In addition, the Persian language contributed words like *serikali* (government), *gereza* (prison) and *pesa* (money). Kiswahili language also took words from the Portuguese like *mpira* (ball), *bendera* (flag), *leso* (handkerchief) and *mvinyo* (wine).

### **1.9.2 Reading**

Reading is to look at and interpret carefully letters or other information that is written, printed etc, so as to understand their meaning: to have such knowledge of (a language) as to be able to understand things written in it: to inspect and apprehend the meaning of written or other signs or characters. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning (Dutcher, 1990).

### 1.9.3 Mother tongue

Skutnabb-Kangas and Phillipson (1996) have defined the concept of mother tongue on the basis of four criteria. The first criterion is *origin* and refers to the language one learned first. The second criterion is *identification* which is defined at two levels. Internal identification is the language one identifies with, and external identification is the language by which one is identified as a native speaker by others. *Competence* is the third criterion, and relates to the language one knows best. *Function* is the last criterion and refers to the language one uses the most (Skutnabb-Kangas & Phillipson, 1996).

Mkwizu (2003) argues, that based on these criteria Kiswahili may be defined as the mother tongue for many Tanzanians, because it is the language that many people use the most and it is among the languages that Tanzanians know best. Additionally it is to an increasing extent becoming peoples' first language.

According to Mwinsheikhe (2003), a vernacular language is the mother tongue for most Tanzanians, with Kiswahili as their second language and English as their third. However, an increasing part of Tanzanians speak Kiswahili as their first language. The Kiswahili newspapers and magazines for instance, have much wider circulation than those published in English.

### 1.9.4 Medium of instruction



Mkwizu (2003) defines “medium of instruction” as the language that is used in the process of teaching and learning. She describes it as a tool for transferring skills and knowledge. She draws on the work of Rubanza who has formulated that a language that qualifies as a medium of instruction is one that both teachers and learners understand well. Furthermore, it is a language which enables students to apply the knowledge and skills they have acquired and to think critically and creatively.

### **1.9.5 Learning**

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience (Skinner, 1984).

### **1.9.6 Teaching**

Teaching is a contract between a student and a teacher. This implies that teachers and students have an agreement and some distinct obligations to each other. There is also an agreement to give the teaching obligation your best shot, and to expect the same from all the learners (John, 2012).

### **1.10 Organization of the Study**

This study is organized into five chapters. Chapter one discusses the problem and its context. Chapter two covers the literature review. Chapter three deals with methodology of the study and chapter four covers the presentation, analysis and discussion of the findings. Chapter five presents a summary of the study, conclusion, and recommendations for further research.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter has focused on the review of related literature, starting with theoretical perspective, conceptual framework, empirical related studies and finally research gap on the reading Kiswahili is identified. Kiswahili is the main language of Tanzania, and thus it is the language in which children learn to read and write. The orthography of Kiswahili is also explained with the aim of giving the reader a basis for understanding the work of creating the test instruments and the intervention programme.

#### **2.2 Theoretical Perspectives**

In this part the researcher explains the issue of theoretical perspective of the study. A theoretical perspective is a set of assumptions about reality that underlies the questions we ask and the kinds of answers we arrive at as a result.

##### **2.2.1 Human ecology theory**

Human ecology theory envisages the individual's development as being shaped by the individual child's biology and the nurturing influences of the various environments that interact with the child directly or the child's family (Bronfenbrenner, 1979). Environments that are important early in life when the child

is developing oral language and literacy are the family, school, neighbourhood, peers and they constitute the micro system. Individual families interact with other systems like the school to determine the acquisition of both oral language and literacy. The systems that directly interact with families are called the meso-systems and they are related to the national policies regarding language of instruction and the social economic factors that may determine whether or not parents are able to provide conditions that support reading fluency or not. The macro-system in this respect will consist of the world trends in nurturing at home determines how the child interacts with others outside the home. The theory recognizes that the families interact with wider social institutions and hence the existence of the Exosystem which involves the links between social settings-a parent who gets promoted may spend more time at work. Macro-system describes cultural influences identity, heritage and values which for the purposes of this study, may refer to the world trends that guide education in every country. The Chronosystem refers to the social-historical circumstances that determine the effects of various events in the dimension of time which in this study may be the experiences the children are exposed to and which have a bearing on their reading fluency. Examples of these are the exposure of several languages and the environments of early reading which for pupils in public primary schools may be affected by increased class size as a consequence of free primary education.

### **2.2.2 Theories of Lev Vygotsky**

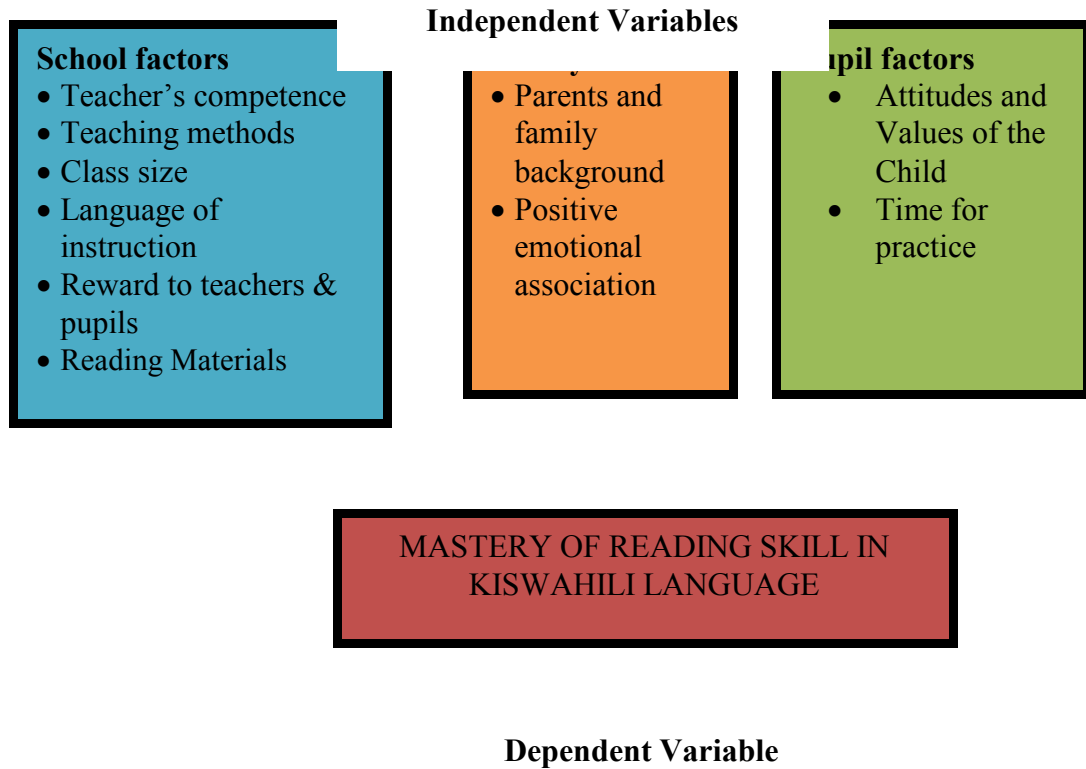
According to traditional educational theory and practice, learning is an entirely external process that only utilizes the achievements of development. Learning trails

behind development. Using a traditional Binet test, where only the child's independent problem solving will count; you define the mental age of the child. The common view is that there is no use trying to teach him/her anything that goes beyond this mental age. You have to wait for the child to mature. Vygotsky holds that learning and development are interrelated from the child's first day of life. In addition to an actual developmental level, established by using conventional tests defining the mental age of the child, Vygotsky determines a potential developmental level. The potential developmental level is defined in a situation where children solve problems assisted by adults or more competent peers. Vygotsky introduces the concept of "zone of proximal development", which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978).

### **2.3 Conceptual Framework**

Orodho (2005) defines a conceptual framework as a model of presentation of relationship between variables in the study shown graphically or diagrammatically. The figure 2.1 below shows the relationship between school related factors, teacher related factors and pupil related factors on reading Kiswahili language. The relationship between these three types of factors has some impact on pupil's achievement in the reading Kiswahili in the public primary schools in Tanzania. The conceptual framework for this study is found in figure 2.1.





**Figure 2.1 Conceptual framework**

Source: Researcher's own formulation

School, family and pupil factors together affect the acquisition of reading skills of the pupils of standard I and II. For example the early reading experiences with the parents, prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Wigfield, 1997). Furthermore, parents who introduce their babies to books give them a head start in school and an advantage over their peers throughout primary school (Gove & Cvelich, 2011). Involvement with reading activities at home has significant positive influences not

only on reading achievement, language comprehension and expressive language skills (Gove & Cvelich, 2011), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rosenberg, 2003). Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Morrow, 1995). Reading for enjoyment is more important for children's educational success than their family's socio-economic status (Tella & Tella, 2010).

## **2.4 Factors influencing Reading of Kiswahili language**

Reading as a skill in any languages and for the case of this study, Kiswahili language, is influenced by several factors. Those which are discussed in this part are: parents and family background, attitudes and values of the child, exposure to books, time for practice, positive emotional associations, how to teach reading, rewarding pupils and teachers and availing relevant literature.

### **2.4.1 Parents and Family Background**

Parents and the family environment play a significant role in preparing children to read. Parents are the first teachers and spend the longest time with them (Morrow, 1995). They provide the intellectual stimulation and the emotional atmosphere essential to reading achievement (Irwin, 1967). The characteristics of homes have been found to be more closely related to measures of scholastic achievement, particularly in reading, than to measures of general ability or verbal ability. Such practices as shared reading, reading aloud, making print materials available and



promoting positive attitudes towards literacy in the home, have been found to have a significant effect on children's literacy (Morrow, 1995).

Parents who practice literacy at home with their children tend to participate in the academic progress of their children by, for example, helping with homework and reading with their children. Such parents tend to monitor the academic progress of their children by talking with teachers about their children's progress and observing their children work at home. Those who do not value reading or education as a necessary tool generally do not become involved in the educational progress of their children. It is the responsibility of educators to inform parents about the value of their role in their children's education and to collaborate and work with parents in order to help their children better.

Parents may need to be taught how to participate constructively in the education of their children. Teachers should invite parents and families to participate in the literacy process, not only to promote literacy in their children but also to enhance their own literacy (Braun, 1991). It helps to encourage parents to interact and become involved with the school system, but it is also important to provide them with concrete shared activities that can be practised at home.

Teachers can create activities specifically for the home environment that engage the entire family, such as taking a family survey of favourite foods or making a family tree. Where parents are (or may be) illiterate, the home activities should include drawing. If the teachers could create as much harmony possible between what is

taught in the classroom and what the children do and experience outside it, the reading programme could become more meaningful for the children (Auerbach, 1995). Teachers could benefit from the help of parents to reinforce the ideas and lessons taught in school. It benefits pupils, parents and teachers where there is parental involvement. The ultimate goal is for parents to be aware and prepared to lay the foundations of literacy for their children before they enter primary school, and throughout their education, at least at the primary level.

#### **2.4.2 Attitudes and values of the child**

The most significant factor in determining the preparation of a child to read is his or her reading readiness. Readiness is determined by the child's self-concept, his or her value of education, physiological and psychological maturity, and a desire to discover reading (Irwin, 1967). A child's self-concept governs the ability to relate to success, and predict how well he or she will perform a task in their reading performance (Irwin, 1967). When children believe that they can accomplish a task, they are more likely to engage in the task, and when faced with challenges, they are more likely to continue working on it until they ultimately complete the task (Wigfield, 1997 & Bandura, 1977).

The value of education is associated with the experiences of the child, the importance of education in the home environment and the relevance to the child's personal development. If reading is neither considered a valuable asset, nor has any connection with the child's world, it may not be a priority for the child.

### **2.4.3 Exposure to books**

The first characteristic of an early reading environment is the availability of books and the regular modeling of reading. Farrant (1997) emphasized that the best way of promoting reading is the use of informal methods of reading rather than formal methods. He further noted that informal methods stimulate a desire in the child to read before trying to teach him to read. He noted that this was done through storytelling and reading by the teacher and by consulting books to find out things so that children could associate books with pleasure and usefulness.

Gibson (2007) has pointed out that for pupils to be encouraged to read, they should be allowed to choose the books they would like to read, to read books with lots of pictures in them, to read for contests, to have a library and to have an author read to them at school. Once pupils are exposed to different practices of reading and reading materials they are likely to broaden their imagination and engage in the practice of regular reading.

Furthermore, access to text would encourage reading. A starting point is the provision of classroom libraries to the pupils to expose them to a wide range of books, magazines and other print materials in a variety of genres and at various levels of difficulty. Through such activities pupils are likely to become more exposed and encouraged to develop a culture of reading. Beers (1996) suggested that while choice of texts is important, it should be limited so that inexperienced readers are not overwhelmed. In addition, book fairs, exhibitions and book talks expose pupils and

teachers to a variety of information materials. These can be carried out in the school environment whereby teachers and pupils introduce each other to favourite books. This could be done by reading aloud what is on the back cover (blurb), the first paragraph of the first chapter or any favourite part of the story and telling others why the book was enjoyable and later on encouraging swapping of books to boost pupils' morale to read.

The promotion of a reading culture, must therefore go hand in hand with the promotion of reading as a pleasurable activity, which means that the pupils must start to read for fun and not just because they have to prepare for examinations (Rosenberg, 2003). Sarjant (2005) has stated that, for this to be possible, the promotion of reading for enjoyment, or to sell the sizzle of reading as he puts it, has to begin when the children were very young.

Moreover, it has been noted that a child who view reading as entertainment, instead of an activity through which certain skills are taught, would have a more rapid development in relation to literacy. Hence, the promotion of this type of reading is seen as something positive (Rosenberg, 2003).

Furthermore, the more skill and drill-based education may not lead to better results. On the contrary, this pedagogy seems to lead to readers that do not read outside school and it does not create engaged readers (Elley, 2001). In order for the reading culture to evolve, reading should be carried out on a regular basis and not necessarily

only in schools. Thus, it was interesting to see how possible it was to make children read not just for school purposes but also during their leisure time.

#### **2.4.4 Time for practice**

Early readers have been characteristically left alone to look at books and practice reading-like behaviours that have been modelled for them and no one monitors their efforts to read or pressures them to sound it out (Phinney, 1988). Gitachu (2007) has noted that adults who offer to read to young children often help them to develop as independent readers by engaging them in conversation about what they had read. This is why Nnam, (2003) recommended that in order to promote the reading habit in schools, reading should be taught as a subject in its own right, regularly and systematically, and therefore a lot of time must be specially allocated on the timetable for it. Nnam (2003) emphasized that schools should put in place policies, routines and curricula that require pupils to visit the library at least once a week.

Teachers gave students assignments that required library research to encourage them to read ahead and expand on what they had learnt in class. Through the use of planned reading sessions, pupils would be able to utilise the time they got to visit the libraries and get exposed to a wide variety of reading materials, which would encourage them to engage in reading. In addition, Earl (1997) emphasized that as a means to promote reading among pupils, reading logs should be introduced. The reading logs help pupils to note their reading activities inside and outside of class. They included what was read; how long it was read or how many pages were read.

The logs not only served as an adequate reminder to read but they also conveyed a strong and clear message about the importance of reading outside of the classroom and provide a structure for tracking progress. Through such an activity pupils were likely to be encouraged to read more.

#### **2.4.5 Positive emotional associations**

Research has shown that children who read with their parents had a higher intelligence, reading ability and better communication skills. For instance, punishing your child by sending him or her to a room to read had a negative effect on his or her interest in reading. Sangkaeo (1999) asserted that parents who spent time reading to their children gave them the best possible start on the road to literacy. To him those children who did best in literacy skills at school were those who came from homes where they interacted with books and their parents as well as siblings who read to them. He thus suggested creative ways for parents to foster the reading habits among children and these included reading story books aloud, creating a learning environment and bookshop, among others.

#### **2.4.6 How to teach reading**

The development of good reading habits is largely depended on the way children are introduced to reading. Usually teachers teach pupils to identify the different letters of the alphabet before introducing them to the reading of syllables and simple sentences. For instance, Bakundana (2003) has asserted that in order to improve reading practice with the objective of developing learner's reading skills, the Enhancement of Universal Primary Education in Kampala (EUPEK) project decided to use a phonic

approach to teach reading. A method known as “jolly phonics” was considered a better alternative method because it is a multi-sensory approach which involved the use of letters, sounds, actions and storylines. It made reading alive, enjoyable and comprehensible.

Teachers need to be trained to teach pupils how to read. It has also been argued that traditional methods of teaching which are based on a single textbook are much less effective than a book-based approach. This means that, instead of the traditional methods of reading, the pupils should come in contact with many different kinds of books that are relevant to them (Elley, 2001).

These teaching methods could be seen as one way of changing the pupils’ perception of reading as schoolwork. This aspect is important since it is believed that a reading culture could not flourish if reading is seen as something that pupils are obliged to do but do not enjoy doing. When reading is viewed as enjoyment children could start using reading in other parts of their lives and hence reading could be a part of all aspects of their everyday life.

#### **2.4.7 Rewarding pupils and teachers**

Teachers can reward pupils who have performed even moderately well in reading with small tokens like sweets or biscuits. Some of the ways in which teachers reward their pupils are through showing off the pupils’ books to their fellow pupils, asking pupils to read in front of the class and putting stars in the pupil’s exercise books. Such rewards encourage pupils to indulge more in reading since they anticipated

being rewarded (Lyaru, (2007). Teachers in return are rewarded by their head teachers, depending on the pupils' performance in class (Lyaru, 2007).

#### **2.4.8 Availing relevant literature**

The relevance of the materials depends on the context and the children. The best judges of what material is stimulating and relevant for children, are the children themselves (Magara, 2005). When children get the opportunity to select their own books based on their own needs, it can make them become more interested and engaged in reading. This is important since the children's own interest and engagement are vital components of a good learning environment and the ability to promote a reading culture. Although it is stated that the best way to promote reading as an enjoyable activity is to let the children choose the books they want to read by themselves and this is not always possible.

In most cases, when children get to choose books they still have to pick from a limited selection. Thus, it is interesting to see on what grounds these books are selected in most of the literature that we come across. It is stressed that books should be selected with the specific context in mind. It is acknowledged that developing countries require books printed in local languages which reflect local knowledge, traditions and culture (Greaney, 1996). Books that deal with subjects that are relevant for the children's daily lives and reflect their world both inside and outside school are also believed to promote engaged readers (Verhoeven & Snow, 2001).



Furthermore, it is stressed that to be able to produce culturally suitable books, local publishers should be involved in the production of books for children in developing countries. The importance of local publishers is not only related to the production of culturally suitable books for children, it could also be seen as a way of preventing cultural imperialism (Elley, 2001).

Preserving Tanzanian culture can also be another concern apart from letting pupils read books which deal with everyday experience. This has been proposed by Nhlengetfwa who conducted a study on promoting reading culture in Uganda who stressed that it is also important to consider the African heritage when writing and selecting books that are relevant for children. According to him, to use the term “African heritage” is, however, problematic since it is after all an entire continent we are talking about it. Nevertheless, as we have seen, the aforementioned authors considered it important to consider similarities between different countries on the African continent, historically and culturally. It is therefore relevant too to talk of a “Ugandan heritage”, which could affect the content of the literature that the children in Uganda encounter (Nhlengetfwa, 2005).

## **2.5 Guide to Teaching Reading Kiswahili Language to standard I and II at Primary School Level**

Before entering school, some children will have reached a certain level of psychological and physiological maturity that enables them to associate relationships between symbols, sounds and words (Irwin, 1967). These children come to school

more prepared to learn, and to read than those who have not reached a certain level of maturity. All the multiple components of these factors (experiences, values, maturity and motivation) create a diverse group of learners, each with individual differences in skills, needs, maturity and interests. It is, therefore, unwise to assume that all children are ready for whatever the curriculum dictates. The curriculum and the teacher must make allowances for differences in children. The learning environment must help to prepare some children to read by providing them with experiences and contact with words and symbols, yet begin to develop reading skills in others. This approach is particularly necessary in countries in the South, in which young children are exposed to organized early childhood education programmes. In fact, the first grade of primary schooling should focus on language development and other aspects of reading readiness (Irwin, 1967).

The role of the teacher is therefore to be responsive to the vast and varied needs of each child, and to promote an educational climate that facilitates motivation and the desire to read. First, the reading programme must reflect the identity of the children. Its connection is achieved by using images that reflect the children's physical (pictures of people in the community or of the children themselves) and cultural identity. If children see themselves as contributors, they are able to take responsibility for the reading process. When developing activities for a reading programme, the tasks should activate and extend the pupils' background knowledge, and should involve real-life issues and interests directly related to the child, and to what that child believes to be important (Ruddell & Unrau, 1997). If the pupils see literacy as a

way of pursuing interests and solving personally relevant problems, and/or adding to the quality of their lives, they will be more willing to engage in reading and writing and will value them more highly. However, to arrive at this perception, the classroom environment should also reflect the children's orientations and beliefs.

The role of the teacher is also to employ various behavioural and teaching strategies to promote pupil motivation. If children are motivated to learn to read, they will try to learn to read, and continue to do so, even when faced with obstacles. The teacher is responsible for creating an environment that motivates children to read.

## **2.6 Empirical Studies**

Very little research exists about the reading of Kiswahili language in lower classes (standard I and II) in the public primary schools. Most previous research on reading Kiswahili language has focused on discussion about the language of instruction in primary schools education (Brock-Utne, 2002). A few studies thus far conducted on Kiswahili in Tanzania focused on performance in Kiswahili as a subject. The studies utilized scores awarded by subject teachers in school examinations and/or pass rates obtained from the Primary School Leaving Examination done towards the end of Standard 7 (Bakahwemama, 2009; & HakiElimu, 2003). Most of these studies compared children's performance in Kiswahili and English subjects.

The findings show that pupils performed well in Kiswahili compared to English language. Results for the Primary School Leaving Examinations released in

December 2009, show that the average pass rate in Kiswahili was about 69% and average pass rate in English about 35% (Kagashe, 2009). Few other studies have examined the influence of local languages on Kiswahili and Kiswahili as vehicle of unity and development (Kishe, 2003). In short, there is little research explaining the very basic reasons for low achievement in reading particularly Kiswahili language in the lower standards in Tanzania's public primary schools. Reading skills in Kiswahili language are an essential vehicle and bridge to promote quality education, hence to reduce both repetition and dropout rates in the Tanzania's public primary schools.

In Tanzanian public primary schools, the language of instruction is not a problem because almost all public schools use Kiswahili as language of instruction, a language which is familiar to the majority of learners and teachers. Tanzania managed successfully to extend the use of Kiswahili as a language of instruction up to the last standard of primary education; standard VII since 1967 (Mbilinyi, 2000; & Brock-Utne, 2005). Since the second half of 1970s to date there has been general dissatisfaction concerning the education standard of public primary school leavers in Tanzania (Mosha, 1988; Malekela, 2006 & Senkoro, 2004) just to mention a few. This situation resulted from the implementation of Universal Primary Education (UPE). The implementation of this program unveiled problems in the provision of primary education. UPE led to an increase in pupils' enrolment while there were inadequate classrooms, teaching materials and equipment, teachers and fund to support the provision of primary education. The burden of financing primary education was left to the government (Mosha, 1995). According to Rajani (2003) in

1980 gross enrolment rates reached 100 percent. Massive enrolment led to the low standard of education as it was impossible for teachers to provide special assistance to the neediest children. Hence, there was poor achievement among public primary school graduates.

Public primary schools are considered to be of better quality. Mbilinyi (2000) argues that pupils performance and achievement in general is good and once children enroll they improve their performance rapidly. Mbilinyi (2000) further states that the product of these schools can compete with their peers abroad. It is upon the realization of low level of reading Kiswahili language in public primary schools especially standard I and standard II that some parents prefer to send their children to private primary (English medium) schools. The reason behind this is that, they believe that the private primary (English medium) schools prepare their pupils better to do well on the national Primary School Leaving Certificate Examination (PSLCE) than the public (Kiswahili medium) schools (Galabawa and Lwaitama, 2008). In the light to the above explanation this study therefore, seeks to examine the strategies for reading Kiswahili language at lower standards in public primary schools in Tanzania.

Reading is a lifelong activity. Those who enjoy reading derive pleasure and satisfaction from it. Adigun and Oyelude (2003) have observed that skill in reading will not only assist pupils in organizing their thoughts and jotting down important facts while reading, but also equip them to comprehend entire texts. Adewole (2001)

asserts that the aim of any reading programme is to lay a strong foundation that can benefit pupils throughout their lives in academic pursuits. The literacy rate is higher among the male population (about 66 percent). While the literacy rate ranges between 50 and 82 percent in the southern states, the rate in most of the northern states (excluding Kaduna and Katsina) ranges from 32 to 50 percent. Adigun and Oyelude (2003) conducted research on the use of the public library in selected locations in Ibadan, with the aim of exploring reading habits and general attitude towards reading and acquisition of skills in reading.

Reading is a crucial form of communication through which we get most of the information required in teaching and learning situations and in everyday life. Krashen (1993) says that we learn to read by reading, not through drill and practice, but by free volition, and in this way learners become readers. Reading is the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through the reader's past experience. It has also been described as a process of translating alphabetical symbols into a form of language from which the native speaker has already derived the meaning. Adewole (2001) describes "critical reading skill," which students need to read, explore, and appreciate a literary text effectively. The ability to read is a crucial skill for information retrieval (Dike, 2006).

There are various factors militating against the effective teaching and learning of reading comprehension in most primary schools. Oyetunde (1986) lists impediments to positive reading habits and attitudes. These include lack of materials, poor preparation of teachers, lack of interest, poor libraries or none at all, home

background, and lack of adult readers as models. Ojo (2003) found that the major causes of students' poor performance in English and other school subjects is their inability to read effectively, which, in turn, is largely due to the attitude of learners toward reading. Teachers must take responsibility for solving these problems, but Folaranmi (2007) believes that the government should involve teachers in working out effective ways of making the teaching profession viable for serving teachers and attractive to incoming ones, in order to address the problem of student poor reading culture. Adekoya and Arua (1997) believe that many bilingual students fail to comprehend what they read in the school situation because they lack the vital firsthand experience necessary to widen their knowledge and general information of their culture which are not included in the school text. Akinbade (2007) has argued that a good environment is necessary to promote effective learning in public primary schools.

Oyerokun (1993) emphasizes the need to use appropriate techniques and materials in teaching. She further states that in order to achieve this, the school, teachers, and parents should work together to ensure improvement in reading performance. Bond and Tinker (1973) argued that school, students, teachers, and parents should work to improve English language reading skill. Chiahemen (2007) states that government has an interest in this matter, and put in place a training programme called “ The Special Teacher Upgrading Programme (STUP)” to address the deficiency among pupils.

## **2.7 Research Gap Identified**

Based on different studies highlighted in the theoretical, conceptual and empirical evidence have room for this study to be carried. There is no direct study as far as the field is concerned that is centered on challenges and strategies for teaching and learning of reading Kiswahili language to standard I and II pupils in public primary schools focusing at Kinondoni municipality in Dar es Salaam region, Tanzania. Several research studies had been undertaken to analyse the reading Kiswahili situation in Tanzania. In addition, specific interventions had been tried to enhance reading Kiswahili in public primary schools. However, in most developing countries, including Tanzania, the majority of children do not have any interest in reading. The literature reviewed also has indicated that the pupils' performance in standard I and standard II as well as their expression as they engaged in conversation was poor since they preferred co-curricular activities to reading. However, it was not clear how schools can integrate various reading practices to overcome the inability to read Kiswahili among these pupils. It is therefore important to explore and provide challenges and strategies for the development of ability in reading Kiswahili language among std I and II pupils in Tanzania particularly Kinondoni municipality public primary schools.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology is a systematic attempt or procedure that helps the researcher to avoid self-deception (Saunders, Lewis & Thornhill 2000). This chapter presents the methodology that was employed in carrying out this study. This includes research design, area of study, population of study, sampling methods, research procedures, data collection methods and techniques, data quality control, ethical issues, analysis and presentation techniques that were adopted during the research were discussed herein.

#### **3.2 Research Design**

Research design involves a discussion of when, where, how and why the research is going to be started and accomplished (Enon, 1998). The case study research design was used during this study. The case study approach is applicable where the researcher gets an opportunity to study the problem in depth within a limited timescale (Bell, 1997). The case study design gave the researcher room to concentrate on specific schools and identify the various interactive processes at work.

Descriptive research was involved in gathering data that described events and then organized, tabulated, depicted, and described the data collected (Orodho, 2005).

Descriptive research often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. Because the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during the analysis. Those patterns aid the mind in comprehending a qualitative study and its implications.

### **3.3 Research Approach**

This study employed both qualitative and quantitative approaches in carrying out the study. Qualitative approach was used so as to allow the researcher to gain a deeper and clearer understanding of the respondents' knowledge, feelings and experience concerning the teaching and learning of reading Kiswahili language. According to Kombo and Tromp (2006), qualitative research uses the natural setting, for instance, a classroom setting and not a laboratory, and that in qualitative research, feelings and insights are considered important.

Therefore qualitative approach was adapted particularly to pupils whereby those who were able to speak as well as to parents were interviewed. A supplying questionnaire would not have been proper method in data collection from pupils because they would not be able to answer the questions in writings.

However; the study also used the quantitative method for other respondents (teachers) who were given questionnaires to fill in. The prevalent use of quantitative data is to focus inquiry on a discrete set of variables to test specific research question. The qualitative data was open the study through presenting the large, interconnected complexities of a situation. The researcher developed quantitative measures from a qualitative data because measures are not currently available, existing measures do not represent populations being studied and the topic has not been explored much by others.

### **3.4 Target Population**

Population refers to the larger group from which sample is taken (Kombo and Tromp, 2006). The target population for this particular study comprised all public primary schools in standard I and II pupils, and teachers; teaching standard I and II, head teachers and academic teachers and parents in Kinondoni municipality. Their involvement in this study was based on the fact that they were expected to provide data in terms of their experience and views on matters regarding teaching and learning of reading of Kiswahili language.

### **3.5 Area of the Study**

This study was conducted in Kinondoni municipality, one of the three municipalities in Dar es Salaam region. The municipality is located in north of Dar es Salaam region. It has the largest area of 531 square kilometers. According to Tanzania Demographic and Health Survey; TDHS, 2012, the municipality had the population

of 1,775,049 of which 914, 247 were females and 860,802 were males (URT, 2013). Kinondoni municipality has four (4) divisions, namely Kibamba, Ubungo, Magomeni and Kawe, with 34 wards; 19 wards are allocated in Kinondoni township, 12 in Kinondoni rural and 3 in both Kinondoni municipality and rural. Kinondoni municipality has a total of 140 public primary schools. Kinondoni municipality was selected for the study because it is among the municipalities in Tanzania which face similar problem of inability to read Kiswahili language among standard I and II pupils in the public primary schools (Uwezo, 2011).

In this study therefore, ten (10) out thirty four (34) wards were purposively selected as shown in Figure 3.1.



**Figure 3.1 Map of Kinondoni municipality: Location of studied wards.**

Source: Cartographic Unit, Geography Department, (UDSM, 2015)

### **3.6 Sample Size and Sampling Techniques**

#### **3.6.1 Sample Size**

Sample can be defined as a set of respondents (if a study deals with people as for the case of this study) selected from a larger population for the purpose of a survey (Kombo and Tromp, 2006). This study was conducted within ten (10) out of thirty four (34) wards in Kinondoni municipality in Dar es Salaam region, four (4) allocated in urban, four (4) in rural and two (2) both in urban and rural. This is 29.41% of the total population of the targeted wards in the municipality, which is statistically acceptable as a representative sample. Further, ten (10) out of one hundred and forty (140) public primary schools were selected from the identified wards. The selection of the wards based on their geographical location in that they cover north, south, east and west of Kinondoni municipality to allow the homogeneity of the sample. The distribution of wards and their sample schools are shown in Table 3.1.

**Table 3.1 Distribution of wards and their Sample Schools**

<b>No.</b>	<b>Sample Wards</b>	<b>Rural/Urban</b>	<b>Sample Schools</b>
1	Kibamba	R	Kiluvya
2	Saranga	R/U	Saranga,
3	Magomeni	U	Magomeni,
4	Ndugumbi	U	Ndugumbi,
5	Kijitonyama	U	Mwenge
6	Mikocheni	U	Mikocheni,

7	Kawe	R/U	Mbezi Beach,
8	Goba	R	Tegeta A
9	Kunduchi	R	Kunduchi,
10	Mabwe pande	R	Mabwe pande,

The information in Table 3.2 shows the composition of projected sample.

**Table 3.2 Composition of projected sample**

Sample category	No of respondents			Sampling techniques
	Projected	Actual	%	
C l a s s r o o m teachers	72	70	98	Purposive and Simple random
Pupils	68	60	98	Purposive and Simple random
A c a d e m i c teachers	12	10	100	Purposive
Head teachers	10	10	100	Purposive
Parents	10	10	100	Purposive & convenience
<b>Total</b>	<b>170</b>	<b>160</b>		

### 3.6.2 Distribution of Respondents

Pupil respondents were from ten (10) selected wards and ten (10) selected schools whereby 6 pupils were involved to make a total of 60 pupil respondents with the response rate of 98%. Parents were also involved to make a total of 10 parents one parent from ten (10) selected wards with the response rate of 100%. Teacher respondents were as well from ten (10) selected wards and ten (10) selected schools

whereby 9 teachers (7 classroom, standard I and II teachers, one academic and one head teacher) from each ward and school were involved making a total of 90 teacher respondents with the response rate of 100%. This makes a total of 160 of the entire respondents which were selected for this study as elaborated in Table 4.1 below.



**Table 3.3: List of the Wards and Number of Respondents**

<b>No.</b>	<b>Sample Wards</b>	<b>Number of Pupils</b>	<b>Number of Teachers</b>	<b>Number of parents</b>	<b>Number of academic and head teachers</b>
1	Kibamba	6	7	1	2
2	Saranga	6	7	1	2
3	Magomeni	6	7	1	2
4	Ndugumbi	6	7	1	2
5	Kijitonyama	6	7	1	2
6	Mikocheni	6	7	1	2
7	Kawe	6	7	1	2
8	Goba	6	7	1	2
9	Kunduchi	6	7	1	2
10	Mabwe pande	6	7	1	2
		<b>60</b>	<b>70</b>	10	20

**Source: Researcher's findings (2015)**

### **3.6.2 Sampling Techniques**

The sample for this study was drawn from the population through purposive, convenience and random sampling techniques.

#### **3.6.2.1 Purposive Sampling**

In this study, purposive sampling was used to select ten (10) wards and ten (10) schools. Purposive sampling was further used to select 90 teachers (including 70

Classroom teachers, 10 head teachers and 10 Academic teachers); nine (9) from each sampled school (including six (7) classroom; std I and II teachers, one (1) head teacher and one (1) academic teacher and 60 pupils; 6 from each sampled school. Heads of schools were included in the study because they are the main/immediate administrators, implementing academic programmes in schools. Academic teachers were selected as were expected to give the school's general views and concerns on the teaching and learning of reading Kiswahili language in their respective schools. Both respondents; teachers and pupils of standard I and II were obtained through purposive sampling. Parents were also involved to make a total 10 parents one parent from ten (10) selected wards. The category and number of respondents are summarized in Table 3.3.

**Table 3.4 Category and number of respondents**

Sample category	No of respondents			Sampling techniques
	Projected	Actual	%	
Classroom teachers	72	70	98	Purposive and Simple random
Pupils	68	60	98	Purposive and Simple random
Academic teachers	12	10	100	Purposive
Head teachers	10	10	100	Purposive
Parents	10	10	100	Purposive and Convenience
<b>Total</b>	<b>170</b>	<b>160</b>		

### 3.6.2.2 Random Sampling

Random sampling was applied to select 9 teachers from each sampled school, making a total of 90 teachers in 10 selected public primary schools (including 70 Classroom teachers Classroom teachers, 10 head teachers and 10 Academic teachers);. Further, 60 pupils from each sampled school; 3 from standard I and 3 from standard II were randomly selected to get a total number of 60 pupils in the 10 selected schools. Parents were also involved to make a total 10 parents one parent from ten (10) selected wards

#### **3.6.2.2 Convenience Sampling**

Convenience sampling was used to get ten (10) parent respondents. This is because their involvement in the study depended on their availability and willingness to participate in the study.

### **3.7 Data Collection Techniques**

Data collection techniques/methods are tools for data collection including interviews, Focus Group Discussion (FGD), documentary review and questionnaire (Patton, 2001 & Creswell, 2005). The researcher employed triangulation method for the present study. The reason to triangulate is that a weakness in one method is compensated for by another method (Patton, 2001 & Creswell, 2005). Therefore, the data collection tools which were used in this study are described in the following section.

#### **3.7.1 Documentary Reviews**

Documents are one of the secondary sources of data from which a researcher can get information about the phenomena. The researcher of this study reviewed the 1995 and 2015 Education policy documents, Primary education curriculum, Curriculum for standard I and II in primary education, “Kiunzi cha utekelezaji wa Ujifunzaji Kusoma, Kuandika na Kuhesabu (KKK) kwa Darasa la I na II”, “Mwongozo wa Mwalimu wa Kufundishia Stadi za Kusoma, Kuandika kwa Elimu ya Msingi Darasa la I na II” to get a broad picture of teaching and learning of reading of Kiswahili language in primary schools (see Appendix F). In order to do documentary review a checklist was designed to check the important items related to the study. The documentary checklist is found in Appendix ix F.

### **3.7.2 Questionnaires**

A questionnaire consists of a number of questions written in a definite order on a form filled by respondents of their own (Creswell, 2005). As an instrument of data collection, questionnaire has several merits including being free from the bias of the interviewer because answers are in respondents’ own word; respondents have adequate time to give well thought out answers, more over it cost low even if the universe is large so that large sample can be made and the result can be made more dependable and reliable. However questionnaire has the following demerits: it can be used only when respondents are educated, the control over questionnaire may be lost once it is sent also this method is likely to be the slowest of all (Patton, 2001). This study therefore, employed questionnaires with both open-ended and closed questions. The researcher administered the questionnaires to teachers, (including classroom,

academic and head teachers), for objectives about challenges and strategies and ways to overcome reading Kiswahili language. The questionnaires for classroom teachers, academic teachers and head teachers are found in Appendixes A, and B respectively).

### **3.7.3 Interview**

Interviews are questions asked orally with a purpose of providing in-depth information and are flexible-freedom for participants to express their views (Kombo and Tromp, 2006). The merits of this method are that it is considerably flexible; it enables the researcher to probe a deeper understanding of the interviewee's experiences, feelings and perspectives (Paton, 2001). Also sample can be controlled more effectively as well as supplementary information can be obtained. However, interview method is limited in that it is expensive especially when large and widely spread geographical sample is taken; the method is relatively more time consuming not only that but certain respondents such as important officials may not be easily approached under this method (Kombo and Tromp, 2006). Semi-structured interview schedules thus were administered to the pupils. The limitation faced by researcher was that some pupils hesitated to give answers and others failed to reply the questions. The Interview guide for pupils and parents are found in Appendix C and D respectively.

### **3.7.4 Observations**

Observational technique involves direct observation of phenomena in their natural settings. The strength of observation is that it provides true information since the

researcher comes in contact with her/his respondents in the real situation (Kombo and Tromp, 2006). The limitation of this technique is that it can be applied with only limited behavioural variables and the fact that such data might not be generalisable-we can observe a respondent's behavior at a given moment and situation but we cannot assume all further respondents will act the same (Kombo and Tromp, 2006).

Observation therefore was used in this study as another technique/instrument for gathering information about teaching and learning of reading Kiswahili language, availability of relevant reading materials, teacher-pupil ratio, and the general status of school physical resources. In order to simplify the observation process, the researcher developed an observation checklist which is found in Appendix E. The checklist has such items as class sizes, table and chair-pupil ratio, teacher-pupil ratio, reading texts and school timetable. However, the researcher was flexible to note any important information even though not been specified earlier in the observation schedule, such as, if the school environment is conducive or not to allow pupils to perform reading activities and be heard clearly by their fellow as well as their teachers and the like.

### **3.8 Validation of Research Instruments**

The face validity of the instrument in this study was conducted whereby the researcher discussed them with supervisor, and other experts/peers from the university who are doing MED APPS, and are conversant with research, focusing on

the instruments' relevance, clarity and coverage as far as the research objectives are concerned. Kiswahili language was used to all the respondents in question since it is a language of instruction in the sampled schools. In addition, a pilot study was conducted in one school which is not among the sampled schools. The pre-test in this study aimed at gauging the applicability of data collecting instruments. This was done with intention of checking the accuracy (validity and clarity) of research instruments and time taken to complete the questionnaire and interview schedule. For this purpose therefore, three (3) teachers and four (4) pupils, from Mtakuja primary school in Kunduchi ward in Kinondoni municipality were selected for pilot study. The findings were then analysed and amendment/improvement of instruments was done which involved expert opinions from the supervisor.

### **3.9 Data Analysis Procedures**

The collected data was analysed both qualitatively and quantitatively. Qualitative data from interviews with pupils and parents was subjected to content analysis in order to extract information. Content analysis was used to organize the collected data into categories and coded before they were analysed with Statistical Package of the Social Science (SPSS) version 20 to determine the frequency of occurrence. They were organized under relevant sub-headings to present the information from respondents for easy comprehension.

The Quantitative data from teachers' questionnaires and documentary review were also analysed, coded and presented in tables with frequencies and percentages and in graphs for conclusion.

### **3.10 Ethical Issues and Considerations**

In this particular study, ethical principles which were well forethought out were choice of study subject, research permits, informed consent of the respondents, confidentiality and anonymity and sensitivity to cultural norms and values of the area of the study.

**Choice of the Study Subject:** The researcher's choice of study subject was thought upon confidence that there is no a similar study which has been done before.

**Research Permits:** Permit for the study was processed officially from the office of the Vice Chancellor of the Open University of Tanzania (OUT), whereby clearance letter was obtained. This letter was then taken to Dar es Salaam Region Administrative Secretary (RAS), then to the Primary School District Education Officer, whereby letters for permission to collect data to the selected public primary schools were given by Education officer of primary school and taken to the head teachers of respective primary schools for the said purpose. These procedures increased recognition of the researcher and hence gave her access to the required information and cooperation with the participants. The research clearance letter from the Open University of Tanzania, the permission letter from RAS and the sample letter to the selected schools for the study are found in Appendices G, H and I respectively.



**Informed Consent:** In the respect of participants' consent, the researcher made all participants aware of the intention and facts of the study (by convening short meetings). Participants were requested to participate in the study willingly, without using any elements of coercion.

**Confidentiality and Anonymity:** The researcher ensured confidentiality and anonymity of participants by receiving all information from them with dual respect and that the information they provided had to be used in accordance with the objectives of this study. All identities of research participants therefore remained anonymous.

**Sensibility to the Cultural Norms and Values:** A sense of caring and fairness was part of researcher's thinking, action and personal morality when doing this research. The researcher observed the authority, cultural norms and values of participants. The researcher did this by ensuring neither physical nor psychological harm of informants occurred. Value and culture of each individual which include faith, gender and colour differences was highly esteemed.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF DATA FINDINGS**

#### **4.1 Introduction**

The purpose of this chapter is to present, analyse and discuss the research findings of the current study which was carried out in Kinondoni municipality, Dar es Salaam on the challenges and strategies in teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools. The chapter focuses on the results obtained from interviews and questionnaires administered during the data collection at the selected school from Kinondoni municipality. Documentary review and observations were also used to obtain the findings. Lastly this chapter presents discussion of the major findings of the study in respect to the objectives and research questions relating to previous literature available. The study variables were guided by research objectives. Results running concomitantly with discussion are presented in this chapter. It was the aim of researcher to analyze these findings to provide an understanding as to the challenges and strategies in teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools.

#### **4.2 Challenges facing teachers and pupils**

This was the first objective of this study, to explore challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to standard I and II pupils in public primary schools in Tanzania.

#### 4.2.1 Challenges facing teachers

Seven questions were posed to 70 std I and II classroom teachers who were required to show the extent to which they agreed or disagree using a five level Likert scale, with the highest level having a weight of 5 (very satisfied) and the lowest level having a weight of 1(very dissatisfied) as indicated in Table 4.1.

**Table 4.1 Teachers' responses on the questions about challenges**

	Mean	Std. Deviation	Interpretation
How far are you satisfied with the strategies/methods used in teaching/learning how to read Kiswahili language?	3.60	0.97	High
Are you satisfied with in-service training provided in school?	2.19	1.21	Poor
Are you satisfied with the pupils' progress in knowing how to read Kiswahili?	2.79	1.22	Average
How far are you satisfied with the teachers' incentive?	2.48	1.59	Poor
How would you describe the state of the number of pupils in one class?	2.19	1.21	Poor
Are you satisfied with the availability of teaching and learning facilities relevant to reading Kiswahili language in your school?	2.16	1.22	Poor
<b>Overall Average of means</b>	<b>2.58</b>	<b>1.23</b>	<b>Average</b>

Source: Field work 2015

Results from Table 4.1 show that overall responses on challenges facing teachers in the process of teaching how to read Kiswahili language is average (mean=2.79). The results indicated that the strategies/methods used in teaching/learning how to read Kiswahili language have been highly introduced (mean= 3.60), there is poor in-service training education provided in the selected schools within the Kinondoni municipality (mean=2.19). Again, the results show that there is average improvement of pupils' progress in knowing how to read Kiswahili (mean= 2.79). The results also indicate that teachers' incentive is poor (mean= 2.48) as well as the state of the number of pupils in one class is also poor (mean=2.19) and lastly the results indicate that there is poor availability of teaching and learning facilities in the studied schools within Kinondoni municipalities (mean=2.16).

Although majority of the classroom teacher respondents affirmed that the strategies/methods used in teaching/learning how to read Kiswahili language have been highly introduced, during documentary review, only 3 out 10 sampled schools were found having but yet not using, the relevant and current reference books stipulated by the Tanzania Institute of Education. This indicates that reading in these schools is hindered by teachers not using the current reference books which suggest strategies that conform to the competence based approach in teaching and learning.

These findings are supported by Wilson and Berne (1999) concerning in-service training education who argued that the diversity and range of the opportunities teachers have for learning make writing meaningfully about in-service teacher education difficult. Teachers learn from many activities, formal and informal. They learn from practice itself when stopping to consider a struggling student's response to a homework question, conversations in the hallways and lunchrooms with other teachers, observing in a peer's classroom, results from a supervisor or mentor's visit, reading, attending conferences, district workshops, university courses, and in all sorts of other often unanticipated ways. Each of these activities may refresh a teacher's commitment to teaching and expand their understanding of the work of teaching, or they may not. Little wonder some scholars find reason to complain about reliance on an “incoherent and cobbled-together non system of in-service education for teachers” (Wilson & Berne, 1999, p. 174).

Concede with the above results on teacher's incentive Lazear (2000) said in fact, teacher incentives, either individual or collective, may improve student achievement if they succeed in aligning the public or even social goals with the goals of the teacher. In this case, a combination of incentive and composition effects will increase student performance (Lazear, 2000). However, an approach in which reward is based on outputs can also be fraught with difficulties, which may explain the popularity of simpler input-based rewards (Kane & Staiger 2002). For instance, setting specific measurable outputs may lead to potentially dysfunctional behaviour such as teaching to test. Moreover, while individual incentives may disrupt collaborative work

(Martins, 2008), collective incentives may also generate free riding and, in the end, little incentive effect. Finally, the extra risk in pay in output-based compensation will need to be compensated by higher wages, especially when the output is determined by many other variables than the agent's effort, as in the case of education production.

The findings on pupils' progress on reading Kiswahili language was found to be of average (mean=2.79). However, during observations the researcher discovered out that 50% of the sampled pupils in the study could not read or read with difficulty the text of their class level.

The findings on the state of number of pupils in a class in this study was reported to be poor (mean=2.19). This finding concurs with what was reported by Uwezo, 2013 whereby they conducted a survey study on basic literacy and numeracy in East Africa countries; Uganda, Tanzania and Kenya and reported that in Tanzania for example, of the 5 facts about school conditions observed, the class sizes were still too large in that in 2012, the pupil-teacher ratio was 47:1. Large class was mentioned by teachers teaching in standard I and II in this study as one of the major challenges they face. Again, the observation done by the researcher of this study also revealed this fact whereby in some of the studied school the pupil-teacher ratio was observed to be 100:1.

This situation of large class is contrary to what the Tanzania government stipulates through its educational body; Tanzania Institute of Education, that the class size should be pupil-teacher ratio of 45:1 (TIE, 2015).

The study also indicates that the availability of teaching and learning facilities relevant to reading Kiswahili language in the schools studied was reported to be also poor (mean=2.16) all these had means below 2.57. Furthermore, the observation done by the researcher indicated that 80% of the studied schools had no library while during documentary review, only 3 out 10 sampled schools were found having but yet not using, the relevant and current reference books stipulated by the Tanzania Institute of Education. This indicates that reading in these schools is hindered since pupils do not have a place to access Kiswahili books for reading and teachers are not using the current reference books which suggest strategies that conform to the competence based approach in teaching and learning. To support the above finding on the availability of teaching and learning facilities relevant to reading Kiswahili language, Mbunda (1979) argues that most text books in Kiswahili which serve as models of the standard written form are prepared for the primary education level only. The few books written for the secondary school level are only for Kiswahili as a subject. As a result, the pupils of standard I and II of public primary schools do not read Kiswahili books widely in other subject areas to familiarize themselves with the general academic forms of writing. He also argues that the shortage of qualified language teachers, inadequate teaching materials and poor teaching methods together

seem not only to reduce the reading skills but also to reduce the students' interest in reading.

#### 4.2.2 Challenges facing pupils

This study also examines challenges facing pupils of standard I and II on how to read Kiswahili language. Five questions were used to the pupils who were required to respond whether they agree or not as indicated in Table 4.2

The study found that the attraction of Kiswahili reading textbooks is a major challenge they faced in teaching and learning process. According to the guiding questions administered to them such as presented in Table 4.2, 78.33%, of the pupils affirmed that the textbook for learning Kiswahili language are not attracting them. For example the books do not contain coloured pictures. While only 21.67% said yes, they attract them.

**Table 4.2: Challenges facing pupils**

Question	Responses			
	YES		NO	
	No	%	No	%
Are the Kiswahili reading textbooks which you use attracting?	13	21.67	47	78.33
Do you have any textbook which normally use in reading Kiswahili language?	24	39.47	36	60.53
Do you feel good when you fail to read Kiswahili Language?	10	15.78	50	84.22



Do you get time to read Kiswahili language at home?	18	28.94	42	71.06
Does your parent teach you how to read Kiswahili language when you go back home?	24	39.47	36	60.53

Source: Field Work 2015

These findings revealed that the schools were constrained with various challenges hereunder presented and discussed.

The study concurred by Wigfield (1997) who argued that the benefits of using children's picture books in the instructional setting are endless. The interesting formats of children's picture books can be an excellent source of information, help students to understand vocabulary words in different context areas, motivate students to learn, and provide models for research and writing. Through children's literature, students learn that literature and reading are a part of all learning experiences.

Again, the result indicated 60.53% of respondents replied they do not have any textbook used to learn Kiswahili language while those who have had only 39.47% this means that apart from having less textbooks in schools, the pupils have less material for learning on how to read Kiswahili language as result their outcome is worse regarding to pupil's performance. The study is supported by Heyneman and Jamison (1980) who says that the availability of materials was one indicator of school quality. They determined availability by counting the number of reading materials (textbooks, readers, pamphlets, workbooks, library books) in first and seventh grade classrooms and dividing that number by the number of children in

those classrooms. The researchers found that "school quality, of which textbook availability was one indicator in an aggregate, is a powerful determinant of pupil achievement, though textbook availability itself was not a significant predictor." Yet, any indication that materials were actually used was lacking. While we might assume that teachers did make use of textbooks and other materials, they might also have kept them locked in the cupboard.

The study also indicates that 84.22%, of the sampled pupils feel bad when they failed to read Kiswahili while 15.78% of pupils replied that they do not feel bad. This means that once pupils perform well feel well others feel otherwise. Also the question whether the pupils used to read Kiswahili language when they get back home, the study indicate 71.06% of pupils do not read Kiswahili language when they get back home while only 28.94% get time to read.

The study also indicate 60.53% of respondents replied that their parents do not teach them how to read Kiswahili language when they come back home while 39.47% of respondent replied that their parents teach them how to read Kiswahili when they get back home. This study supported by Scottish Executive Education Department (2006) which emphasises the importance of parents and the home environment in supporting children's learning and development. Mostly this happens naturally as part of family life. Parents want the best for their children and do what they can to achieve this. However, once children start school it is not always easy to know how best to help your child. As children grow older it is easy to forget the strong influence

that the home and the community still have on their learning and education after all children only spend 15% of their time in school (Scottish Executive Education Department 2006). Schools can do a lot to make the links between what is being taught in school and learning opportunities that exist at home and in the community.

#### 4.2.3 Challenges (academic and head teachers responses)

Head teacher and academic teacher respondents were also involved in this study. Five questions were used to the academic and head teachers who were required to respond whether they agree or not about the study objective above as indicated in Table 4.3.

The first question was asked whether there were enough textbooks and other facilities for teaching how to read Kiswahili language for standard I and II, the responses were as follows 75% replied No while only 25% of respondents replied yes. This means that lack of textbooks for teaching how to read Kiswahili language is among challenges facing head teachers and their academic staff.

**Table 4.3: Academic and head teachers responses**

Question	Responses			
	YES		NO	
	No	%	No	%
Are there enough textbooks and other facilities for teaching how to read Kiswahili language for standard I and II in your school?	5	25	15	75
Do you have good relationship with teachers of standard I and II?	17	85	3	15
Are there any rewards to teachers and pupils of	10	50	10	50

std I and II if they perform better in reading Kiswahili language?				
Are there any strategies set as a school in effecting the teaching and learning of reading Kiswahili language to std I and II pupils?	20	100	0	0
Do you involve parents/guardians of std I and II pupils in the development of their children in reading of Kiswahili language?	16	80	4	20

Source: Field Work 2015

Another question was asked whether there is relationship between teachers of standard I and II and head of teachers, 85% of respondents agreed that there is good relationship between them while 15% of respondents replied that there is no good relationship head teacher/academic teacher and teachers of standard I and II. This results show that relationship between head teachers and other staffs is not big challenge because 85% confess that there is good relationship compared to those respondents who disagreed.

Another question was asked whether there are any rewards to teachers and pupils of standard I and II who performed better in teaching as well as for pupils who are reading Kiswahili language respectively. The results show 50% of respondents agreed that there are rewards and 50% of respondents disagreed that there is no rewards to teachers and pupils of standard I and II who performed well better in teaching and reading Kiswahili language in their schools. This finding is contrary to

standard I and II teachers' results which indicated that there are poor incentives provided to them as shown in Table 4.3.

The researcher also asked head teachers and academic teachers whether there any strategies set as a school in effecting the teaching and learning of reading Kiswahili language to std I and II pupils. The results indicated that all respondents that is to say 100% replied Yes on the question. This means that each school has strategies on how to teach reading Kiswahili language to pupils of standard I and II. The question now is to what extend these strategies work in improving the teaching on how to read Kiswahili language. The respondents indicate that various challenges they encounter limit the process of improvements of teaching of reading Kiswahili language of standard I and II respectively.

Another question was asked whether the parents/guardians of standard I and II pupils are involved in the development of their children in reading of Kiswahili language. The results show that 80% of respondents replied yes on the question while only 20% replied no on the question. This means that the parents and guardians are involved in development of their children in reading Kiswahili language. This means that many schools recognize the importance of parents' involvement in academic performance of their children.

This is supported in the study of Tella and Tella (2010), who argued that it is with no doubt that the academic achievement of students, depends on three basic things.

These are Teachers efforts, student's efforts, and parental involvement to children education. Parents are responsible for academic achievements of their children. They are the one who spend much time with the students during evening, nights, as well as during long vacation. According to Adekola (2008) he asserts that academic achievements of students are the result of teacher factor and parental factors. Epstein (1997) once asserts that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects. Such that higher degree of parental involvement results into higher attendance rate with higher achievement

#### **4.2.4 Challenges facing parents**

Parents were as well asked to provide their views concerning challenges regarding teaching and learning of reading Kiswahili language among standard I and II pupils, in this case, their children. Their responses were as follows

**Table 4.4: challenges facing parents**

Question	Responses			
	YES		NO	
	No	%	No	%
Have you ever paid a visit to your son's/daughter's school?	6	60	4	40
Have you tried to read Kiswahili language with your child at home?	3	30	7	70
Do you reward your son/daughter once he/she does well in reading Kiswahili language?	4	40	6	60
Are you satisfied with your son's/daughter's progress on reading Kiswahili language?	3	30	7	70
Do you participate in buying textbooks for your son/daughter?	7	70	3	30

Source: Field Work 2015

The results indicate that most of the parents pay visit to their sons'/daughters' school where 60% out of respondents asked the question whether they used to visit to their children's school they replied yes, while 40% replied no. This means that the parents or guardians make follow up the progress of their children, though not to the big extents where 4(40%) out of 10 respondents who responded the question shows that they do not visit to school's of their children.

This point supported by Desforges and Abouchaar (2003) argued that gains in learning are most prominent when parents and school staff work together to facilitate a supportive learning environment in both the home and the school. The combined

effect of parental support in the home, a quality home learning environment, a positive relationship between parents and teachers, and a quality learning environment at school has been found to make a positive contribution to children's academic achievement throughout the schooling years (Gutman & Midgley, 2000). Parental involvement within the school can act as a precursor to effective practices at home, and parents are more able to assist their children if they are kept informed about how they are doing in school and the best ways to encourage and motivate them to learn (Desforges & Abouchaar, 2003).

The parents also were asked whether they used to read Kiswahili with their children when are at home. 70% of respondents replied no. Some of them gave reasons that they are very busy with their business. While only 30% of respondents replied yes on the question, that they do participate in teaching their children on how to read Kiswahili language when they come back from school.

Another question was asked whether the parents used to reward their sons/daughters once they performed well in reading Kiswahili language. The result shows that only 40% of respondents agreed on the question while the rest 60% of respondents replied no to the question that they do not reward their children once they perform well on reading Kiswahili language. This gives interpretation that the pupils lack motivation on reading Kiswahili language as result the pupils' performance is not satisfied because everyone needs encouragement in the achievement they make.



The result in table 4.8 indicates that 70% of respondents were satisfied with their children's progress on reading Kiswahili language while only 30% of respondents were not satisfied with their children's progress on reading Kiswahili language. This means that the expectation of parents towards their children's performance is not reached. Thus measures must be taken in order to restore the parent's expectation.

The parents also were asked whether they do participate on buying textbooks for children who are learning how to read Kiswahili language, the result was that 70% of parent respondents they do participate while only 30% of respondents do not. This means that the majority are motivated in this area while only few are not motivated to contribute their effort in the government efforts to make sure the pupils have enough study materials for learning how to read Kiswahili language in Tanzania.

### **4.3 Strategies used to improve teaching and learning**

The second objective of the study was to determine the strategies used by teachers to improve teaching and learning of reading Kiswahili language. Teachers' responses to questionnaires on questions number 1 to 5 were probed for their views so as to assist in establishing strategies used to improve teaching and learning of reading Kiswahili language. Their responses are summarized in Table 4.5.

The results from Table 4.5 is about using pictures and other writing's symbol available in pupil's environment as teaching and learning Aids in reading Kiswahili language. This was not supported by majority simply because 54% of respondents

who were asked whether they applied this strategy. The respondents were 46% replied yes. This means that teachers do not prefer to use this strategy.

**Table 4.5: Teachers' responses on the strategies**

Question	Responses			
	YES		NO	
	No	%	No	%
Do you use pictures and other writing's symbols available in pupil's environment as teaching and learning Aids in reading Kiswahili language?	33	46.	37	54
Do you apply vocabulary in teaching how to read Kiswahili language?	24	35	46	65
Are there any rewards awarded to the teachers who perform well their duties?	28	39	42	61
Do you prefer to use language of dialogue?	46	66	24	34
Are there any other strategies you use to improve reading Kiswahili to pupils of std I and II?	36	52	34	48

Source: Field Work 2015

The study found that 65% of the respondents disagreed with the strategy of applying vocabulary in order improve teaching and learning of reading Kiswahili language to pupils of standard I and II respectively, while 35% of respondents agreed with the strategy. This means that most of teachers do not apply vocabulary in teaching/learning on how to read Kiswahili language.

Another question was asked to the respondents whether there are any rewards awarded to the teachers who perform well in their duties. The results from Table 4.5 indicated that 61% of respondents replied No to the question while 39% of respondents replied yes these include all the head teachers in the sampled schools.

Therefore while classroom teachers disagree to be given rewards, their head teachers claim to provide. Taking pupils' performance, the researcher concluded that there is less reward to the teachers who perform better in their teaching of reading of Kiswahili language to standard I and II pupils in the sampled public primary schools in Kinondoni municipality that is why the performance of pupils in learning how to read Kiswahili language is low. These findings are confirmed by the study of Solomon and Podgursky (2001) who argue that when teaching is rewarded based on outcomes that performance-based pay will increase teacher motivation by adequately rewarding productivity gains. Most of pecuniary rewards are likely to be dominant among teachers in those schools where pay and other material benefits like household survival especially for head teachers.

This finding from respondents also concurs with the findings by (Odden and Kelley, 2002) in which findings showed that teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards (Odden, 2000a). These rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000; & Odden 2000b). As Odden and Kelley (2002) argue school-based rewards are a means of providing motivation by introducing clear goals to the whole school, and facilitating student achievement.

The study revealed that the use language of dialogue is one among strategy used by teachers learning how to read Kiswahili language where 66% of respondent replied

yes on this strategy while 34% of respondents replied No. This means that most of teachers do apply this plan in order to improve teaching and learning of reading Kiswahili language.

This finding agreed with the study done by Ruston, and Schwanefluged (2010), argued that conversation between teacher and student stand in contrast to many relatively "traditional" forms of teaching that are based upon the assumption that the teacher's role is to help students what the teacher already knows and can do. Conversation or language dialogue assumes that students themselves must play an important role in constructing new knowledge and in acquiring understandings about the world. Thus the teacher in language dialogue encourages reading of students' own ideas, build upon information students provide and generally.

Another question was asked whether there are other strategies that teachers employ to improve reading Kiswahili to pupils of std I and II, the results indicate that most of teachers replied Yes to this question; 52% while 48% remaining respondents replied No. The study indicates that although the difference in percentage of responds is only 4%, the interpretation is that the majority of teachers use different other strategies apart from those mentioned above. For example some of the respondents' responses mentioned similar strategies that they employed. These were the word method, the sentence method, and the story method. Further, some respondent teachers explained that they used pictures with words and other aids in teaching reading Kiswahili language.

This study finding concurs with what is stipulated in the syllabus of standard I and II on the methods/strategies for teaching reading Kiswahili language. The syllabus suggests various strategies including using of word charts, drama actions, and songs (TIE, 2015). Further, the finding is supported by Walker, (2000) who said reading is an active process which requires the use of multiple skills simultaneously. He further said the ability to read written language proficiently is an important skill in modern society; however, reading seems to be a lost art in many ways. In order to correct this problem, educators must determine the most effective method for teaching reading to elementary students. The most prominent methods include the whole language method, the phonetic method, and the balanced method.

The same argument was revealed in the study conducted by Bovee (1972) who acknowledged the specific educational techniques that fall within the broad category of whole language methods include, but are not limited to, the word method, the sentence method, and the story method (Bovee, 1972). These techniques integrate reading with the other language arts, such as speaking, writing, and listening (Honig, 2001). For example, the teacher reads a whole message, either a sentence or an entire passage, to the students repeatedly. Then, the students memorize and recite the passages individually and as a group. Another whole language technique consists of students dictating a story or personal experience to the teacher. The teacher writes each student's words down. The students then memorize and recite their story (Matthes, 1972). Whole language proponents recognize these activities as "reading". In this way, the whole language method of reading is a child-centered curriculum and

as such stresses the importance of developing individualized reading programs (Matthes, 1972).

#### **4.4 Suggestion to overcome the problem of inability to read Kiswahili language**

This is the third objective, to explore suggestions to overcome the problem of inability to read Kiswahili language among standard I and II pupils in public primary schools in Tanzania. The researcher wanted to seek (from teacher respondents) suggestions of ways to overcome the problem of inability to read Kiswahili language, thus a questionnaires were given to teachers and were requested to give their views. Their responses are summarized in Tables 4.6.

**Table 4.6: Suggestions (teacher respondents)**

Question	Responses			
	YES		NO	
	no	%	No	%
Reducing class size to increase pupils' achievement	71	78.95	19	21.05
Motivate teachers	54	60.53	36	39.47
Improving teaching strategies/methods	75	84.22	15	15.78
Make available of teaching and learning facilities relevant to reading Kiswahili language in your school	54	60.53	36	39.47
Motivate pupils	54	60.53	36	39.47

Source: Field work 2015

The study revealed that teachers agreed on reducing class size to increase pupils' achievement as one among ways to overcome the problem of inability to read Kiswahili language among standard I and II pupils. The researcher found out that 60(78.95%) of the respondents accepted this method while 16(21.05%) of respondent rejected the strategies as indicated in Table 4.6.

This study was support by Kennedy and Kennedy (1996) who argued that it is difficult to control what happens when the number of group passes a certain number. Hayes (1997) thinks the ideal size of language class is 30 at most, because only under such a scale can offer enough chances for the pupils to communicate with each other. According to many teachers' views and complaints, Hayes classifies the problems associated with teaching in large classes into five categories: 1) Discomfort caused by the physical constraints; 2) Control problems (discipline aspects); 3) Lack of individual attentions; 4) Difficulty on evaluation; 5) Problems of charging learning effectiveness. These problems can be physical, psychological but to a great extent technical.

Harmer (2000) also finds out in his study that large classes bring difficulties to both teachers and pupils and the process of teaching and learning. It is difficult for teachers to contact with the pupils sitting at the back and for pupils to get the individual attention, and it is even impossible to organize dynamic and creative teaching and learning sessions. Most importantly, large classes are especially daunting for inexperienced teachers. This also indicates that teachers need more



technical strategies in large class. Synthesizing the earlier views, Locastro (2001) summarizes the problems of teaching large classes as pedagogical, management-related and affective. While large classes are not definitely a pedagogical disaster, the difficulties arisen from large classes raise more requirements to language teachers compared with those teaching smaller classes.

The researcher also found that improving teaching strategies/methods will be the solution to overcome the problems of inability to read Kiswahili language among std I and II pupils in public primary schools in Tanzania as indicated in table 4.6 above were 84.22% of respondents shows that teaching strategies/methods are improved can be the solution to overcome problems of inability to read Kiswahili. This means that once teaching methods are improved the pupils will improve on reading Kiswahili language. The study findings also indicate that availability of teaching and learning facilities relevant to reading Kiswahili language in the school is another good strategy/method to overcome the problem of inability to read Kiswahili language to std I and II pupils, where 60.53% of respondents replied yes while 39.47% replied no. This means that most public primary schools in Kinondoni municipality have no enough teaching and learning facilities as result lead to poor performance of the pupils.

Gibson (2007) pointed out that for pupils to be encouraged to read they should be allowed to choose the books they would like to read, to read books with lots of pictures in them, to read for contests, to have a classroom library and to have an

author read to them at school. Once pupils were exposed to different practices of reading and reading materials they were likely to broaden their imagination and engage in the practice of regular reading.

The study was supported by World Bank report contended that learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate Learning and Teaching Materials provision (including textbooks, teachers' guides and supplementary materials) to support educational development and quality upgrading has been recognized by governments throughout the developing world and by most development partners. There is now substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning (Malekela, 2006).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusions and recommendations of the current study on the challenges and strategies in teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools: a case of Kinondoni municipality, Dar es Salaam. The chapter is divided into three parts. The first section provides conclusions of the major findings, the second section presents recommendations for action and the third section provide suggestions for further studies depending on the illumination provided by the findings in this study.

#### **5.2. Summary**

The purpose of this study was to explore challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to standard I and II pupils in public primary schools in Tanzania, to examine the strategies used to improve teaching and learning of reading Kiswahili language to pupils of standard I and II in public primary schools in Tanzania and to suggest ways to overcome the problem of inability to read Kiswahili language among standard I and II pupils in public primary schools in Tanzania.

The study was conducted in Kinondoni municipality whereby ten (10) out of thirty four (34) wards were selected and ten (10) out of 140 public primary schools were selected within those wards. The sample of 160 respondents was used to include 90 teachers (including classroom, academic, and head teachers) and 70 pupils (all were standard I and II) in those ten schools, and 10 parents.

This study based on a case study design. The study employed simple random, purposive and convenience sampling techniques for selection of the participants, details of which are elaborated in methodology section. The study employed both qualitative and quantitative approaches. The main data collection was through self-administered questionnaires to the selected teachers. Furthermore, semi-structured interviews were conducted on pupils in the selected schools as well as parents/guardians of the sampled pupils. All these were supplemented by documentary review and observation. Tables, frequencies and percentages were the key descriptive statistics used to analyze and present the current findings.

The results showed that the selected public primary schools for this study in Kinondoni municipality face challenges in teaching and learning of reading Kiswahili to pupils of standard I and II. Findings showed that there are challenges facing teachers in teaching pupils of standard I and II, lack of in-service training, lack of teacher's incentive, large number of pupils in one class and lack of availability of teaching and learning facilities relevant to reading Kiswahili language in school. From the findings one may suggest a similar study on the challenges and strategies to

improve reading Kiswahili language in other municipalities in Dar es Salaam as well as in other regions in Tanzania as the area of further researches.

### **5.3. Conclusion on the Major Findings**

The objectives of the current study were to explore challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language to std I and II pupils in public primary schools in Tanzania, to examine the strategies used to improve teaching and learning of reading Kiswahili language to std I and II pupils in public primary schools in Tanzania, and to suggest ways to overcome the problem of inability to read Kiswahili language among std I and II pupils in public primary schools in Tanzania.

According to the current findings overall conclusion on each objective is discussed in the following subsections.

#### **5.3.1 Challenges facing teachers and pupils**

There are challenges facing teachers and pupils in the process of teaching and learning of reading Kiswahili language including lack of in-service training education, lack of teacher's incentive, large class size which leads to decrease pupils' achievement and availability of teaching and learning facilities relevant to reading Kiswahili language in school seems to be big challenges in the sampled schools to date. Both teacher and pupil respondents affirmed that the mentioned challenges above hindered the succession of reading Kiswahili language to standard I and II in their schools.

### **5.3.2 Strategies used to improve teaching and learning**

The responses from respondent teachers from the selected public primary schools in the selected wards for this study within Kinondoni municipality have shown that the overall strategies applied by teachers in public primary schools seem not to be adequate. Most of respondents were not satisfied with the strategies which were used in improving reading Kiswahili language to the pupils of standard I and II.

### **5.3.3 Suggestions relating to how to overcome the problem of inability to read**

The study suggested ways to overcome the problem of inability to read Kiswahili language among std I and II pupils in the public primary schools in Tanzania, including slow down the classroom pace and give pupils plenty of time to read Kiswahili language, improving teaching strategies/methods or/and in-service training, motivation to both the teachers and pupils, make available of teaching and learning facilities relevant to reading Kiswahili language in the schools among others textbooks and libraries.

## **5.4 Recommendations**

Based on the major findings of the current research, several recommendations are made.

### **5.4.1. Recommendations for Action**

To have effective strategies for teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools, the following measures should be put into consideration:

There is an urgent need to create a more attractive working environment with motivation structure that reflects differences in teaching performance, and to introduce monitoring and evaluation system as a follow up mechanism to the implementation of programs in progress.

Since the move to quality education has taken the learner-centred approach in teaching and learning hence in this case Kiswahili language, the environment that suits the application of these current theories must be improved. Teachers of standard 1 and II need in-service training to be able to manage classes and the teaching and learning process under the new approach. Moreover, necessary facilities like books have to be made available at the required number and relevance.

There is a need to build more classrooms and employ more teachers to accommodate the big numbers of pupils in these schools. Along with this, class libraries with Kiswahili story books should as well be established in order to develop reading habit among learners.

#### **5.4.2. Recommendations for further Research**

Further similar studies should be carried out. Future studies should also consider the factors of different learning and teaching styles affecting pupils' reading Kiswahili strategies use.

Additional research is required to address the issue of incentive to effective teachers and challenges identified in this study such as number of pupils in class, lack of study materials and in-service training.

Further, studies along the current baseline may generate data for comparison purposes and enable country policy makers to have appropriate decisions on strategies for teaching and learning of reading Kiswahili language at lower standards in Tanzania's public primary schools.



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## APPENDICES

### APPENDIX A: QUESTIONNAIRE FOR STD I AND II TEACHERS

#### INFORMED CONSENT FORM

**Research topic:** “*Reading Kiswahili language at lower standards in Tanzania’s public primary schools: Challenges and Strategies: A case study Kinondoni municipality, Dar es salaam*”

Dear Participant,

#### **Questionnaire for standard I and II teachers**

The purpose of this questionnaire is to explore challenges faced by teachers and pupils of standard I and II in the process of teaching and learning of reading Kiswahili language, strategies used as well as ways to improve reading Kiswahili language in Tanzania. As a teacher teaching standard I and II and experienced in the field of Education, I request for your participation to achieve that purpose. The responses will be treated with confidentiality. Your participation identity will not be revealed to any authority.

Thanking you in advance for your cooperation

.....

LUCY LYIMO PETER

STUDENT OF THE OPEN UNIVERSITY OF TANZANIA

**SECTION A: GENERAL INFORMATION**

School Name: ..... Ward: .....

1. Name (optional) .....

2. Sex: F/M .....

3. Age     20-30

             31-40

             41 and above

4. Academic qualification

             i) Certificate

             ii) Diploma

             iii) Degree

             iv) Post graduate

             vii) Any other .....

5. Experience

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 and above

**SECTION B: CHALLENGES IN TEACHING AND LEARNING HOW TO  
READ KISWAHILI LANGUAGE**

**B1:** From the following statements please provide the rates of agreement with them by tick (✓) marking the appropriate statement using the following scale: **(5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1-Strongly disagree)**

No	Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	How far are you satisfied with the strategies/methods used in teaching/learning how to read Kiswahili language?					
2	Are you satisfied with in-service training provided in school?					
3	Are you satisfied with the pupils' progress in knowing how to read Kiswahili?					
4	How far are you satisfied with the teachers' incentive?					
5	How would you describe the state of the number of pupils in one class? (your class)					
6	Are you satisfied with the availability of teaching and learning facilities relevant to reading Kiswahili language in					



	your school?					
--	--------------	--	--	--	--	--

## SECTION C: STRATEGIES USED TO IMPROVE TEACHING AND LEARNING

**C1:** Please put a tick (✓) mark in the appropriate box

No	Questions	Responses	
		YES	NO
1	Do you use pictures and other writing's symbols available in pupil's environment as teaching and learning aids in reading Kiswahili language?		
2	Do you apply vocabulary in teaching how to read Kiswahili language?		
3	Are there any rewards awarded to the teachers who perform their duties well?		
4	Do you prefer to use language of dialogue?		
5	Are there any other strategies you use to improve reading Kiswahili to pupils in class?		

**C2.** Please specify strategies you use to improve reading Kiswahili language to pupils

in                      your                      class,                      if                      any.

.....

.....



**SECTION D: WAYS TO OVERCOME INABILITY TO READ KISWAHILI**

**D1:** Please put a tick (✓) mark in the appropriate box

No	Question	Responses	
		YES	NO
1	Reducing class size to increase pupils' achievement		
2	Motivate teachers		
3	Improving teaching strategies/methods		
4	Make available of teaching and learning facilities relevant to reading Kiswahili language in your school		
5	Motivate pupils		

THE END

**Thank you for your cooperation**



## APPENDIX B

### QUESTIONNAIRE FOR ACADEMIC AND HEAD TEACHERS INFORMED CONSENT FORM

**Research topic:** *“Reading Kiswahili language at lower standards in Tanzania’s public primary schools: Challenges and Strategies: A case study Kinondoni municipality, Dar es Salaam”*

Dear Participant,

#### **Questionnaire for standard I and II teachers**

The purpose of this questionnaire is to explore challenges faced by teachers and pupils of standard I/ II in the process of teaching and learning of reading Kiswahili language, strategies used as well as ways to improve reading Kiswahili language in Tanzania. As the head of school/academic teacher and experienced in the field of education, I request for your participation to achieve that purpose. The responses will be treated with confidentiality. Your participation identity will not be revealed to any authority.

Thanking you in advance for your cooperation

.....

LUCY LYIMO PETER

STUDENT, THE OPEN UNIVERSITY OF TANZANIA

**SECTION A: GENERAL INFORMATION**

School Name: ..... Ward: .....

4. Name (optional) .....

5. Sex: F/M .....

6. Age     20-30

             31-40

             41 and above

3. Academic qualification

             i) Certificate

             ii) Diploma

             iii) Degree

             iv) Post graduate

             vii) Any other .....

5. Teaching experience

a) 1-5 years

b) 6-10 years

c) 11-15 years

d) 16 and above



**SECTION B: CHALLENGES AND STRATEGIES IN TEACHING AND  
LEARNING HOW TO READ KISWAHILI LANGUAGE**

**B1.** Please put a tick (✓) mark in the appropriate box

No	Question	Responses	
		YES	NO
1	Are there enough textbooks and other facilities for teaching on how to read Kiswahili language for standard I and II in your school?		
2	Do you have good relationship with teachers of standard I and II?		
3	Are there any rewards to teachers and pupils of standard I and II if they perform better in reading Kiswahili language?		
4	Is there any in service training provided for standard I and II teachers in your school?		
5	Are there any strategies set as a school in effecting the teaching and learning of reading Kiswahili language to standard I and II pupils?		
6	Do you involve parents/guardians of standard I and II pupils in the development of their children in reading of Kiswahili language?		

**B6.** Please specify the kind of rewards provided to teachers and pupils if any.



.....

**B7.** If there are any in service training provided to standard I and II teachers in your school, please state the year and how many times were provided.

.....

.....

**B8.** Please specify strategies set as a school in effecting the teaching and learning of reading Kiswahili language if any.

.....

.....

**B9.** As a school, in what ways do you involve parents/guardians of standard I and II pupils in the development of their children in reading of Kiswahili language?

.....

.....

**B10.** How would you describe the status of your school in knowing how to read Kiswahili language among standard I and II?

.....

**B11.** What challenges does your school face in bringing about desired results in reading Kiswahili language to standard I and II pupils?

.....

.....

**B12.** How many classes are there for standard I in your school?

a)1 b) 2 c) 3

**B13.** How many classes are there for standard II in your school?

a)1   b) 2   c) 3

**B14.** Please state pupil-teacher ratio in your school for

i)     standard I: .....

ii)    standard II: .....

### **SECTION C: WAYS TO OVERCOME INABILITY TO READ KISWAHILI**

**C1:** Please put a tick (✓) mark in the appropriate box

No	Question	Responses	
		YES	NO
1	Reducing class size to increase pupils' achievement		
2	Motivate teachers		
3	Improving teaching strategies/methods		
4	Make available of teaching and learning facilities relevant to reading Kiswahili language in your school		
5	Motivate pupils		

THE END

**Thank you for your cooperation**



## **APPENDIX C**

### **Interview Guide for Pupils**

1. Are the Kiswahili reading textbooks which you use attracting?
2. Do you have any textbook which normally use in reading Kiswahili language?
3. Do you feel good when you fail to read Kiswahili Language?
4. Do you get time to read Kiswahili language at home?
5. Does your parent teach you how to read Kiswahili language when you go back home?

## **APPENDIX D**

### **Interview Guide for Parents**

1. Have you ever paid a visit to your son's/daughter's school?
2. Have you tried to read Kiswahili language with your child at home?
3. Do you reward your son/daughter once he/she does well in reading Kiswahili language?
4. Are you satisfied with your son's/daughter's progress in reading Kiswahili language?
5. Do you participate in buying textbooks for your son/daughter?



## APPENDIX E

### Observation checklist

Name of School: \_\_\_\_\_

Availability, Size, Quantity, Quality of teaching and learning materials in sampled schools

No.	Item	Size	Quantity	Quality	Remarks
1	Classrooms				
2	Teacher-Pupil ratio				
3	Library/Room for reading				
4	Kiswahili reading texts				
5	Time allocated for reading lessons				
6	Extra reading curriculum activities				
7	Pupil's ability to read Kiswahili words, sentences				





## APPENDIX F

### Documentary Checklist Guide for availability of Teaching/Learning materials

Name of School: \_\_\_\_\_

No	Item	Quantity	Comments
1	Mwongozo wa mwl. wa kufundisha stadi za kusoma, kuandika kwa elimu ya msingi, darasa la I na II-2015		
2	Mtaala wa elimu ya msingi darasa la I na II-2015		
3	Kitabu cha mwanafunzi darasa la I		
4	Kiongozi cha mwl darasa la I		
5	Kitabu cha mwanafunzi darasa la II		
6	Kiongozi cha mwl darasa la II		



## **APPENDIX G**

THE OPEN UNIVERSITY OF TANZANIA  
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es  
Salaam, Tanzania,  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.21  
Fax: 255-22-2668759,  
E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

03/07/2015

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Ms Peter, Lucy Lyimo HD/E/619/T.12 who is a Master student at the Open University of Tanzania. By this letter, Ms Peter, Lucy Lyimo has been granted clearance to conduct research in the country. The title of her research is "The effectiveness of teaching and learning of reading Kiswahili language at lower standards in Tanzanian's public primary schools: A case of Kinondoni district Dar es Salaam." The research will be conducted in Kinondoni Municipality.

The period which this permission has been granted is from 08/07/ 2015 to 08/09/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. T  
022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA



## **APPENDIX H**

## HALMASHAURI YA MANISPAA YA KINONDONI

BARUA ZOTE ZITUMWE KWA MKURUGENZI WA MANISPA

Simu Na: 2170173

Fax Na: 2172606

Unapojibu tafadhali taja :

Kumb Na. KMC/ED/U.21/14



**MKURUGENZI WA MANISPAA,  
HALMASHAURI YA MANISPAA YA  
KINONDONI,  
S.L.P 31902,  
2BARABARA YA MOROGORO  
14883 DAR ES SALAAM**

08/07/2015

Mwalimu Mkuu ✓

Shule ya Msingi Ndugumbi, Mwenge, Mikocheni, ✓

**KINONDONI** ✓

**DAR ES SALAAM**

**YAH: KIBALI CHA KUFANYA UTAFITI.**

✓ Husika na somo hapo juu.

Peter, Lucy Lyimo kutoka "Open University of Tanzania" ameruhusiwa na Mkurugenzi wa Halmashauri ya Manispaa ya Kinondoni kufanya utafiti juu ya **"The effectiveness of teaching and learning of reading Kiswahili language at lower standards in Tanzanian's Public Primary Schools"**.

Hivyo tunategemea utampatia ushirikiano kwa muda wote wa zoezi hilo huku taratibu na sheria za shule zikizingatiwa.

Ahsante.

  
P. Ngarambe

**Kny AFISA ELILMU MSINGI MANISPAA KINONDONI**





## APPENDIX I

## KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173  
Fax: 2172606

In reply please quote:

Ref. KMC/R.18/1



MUNICIPAL DIRECTOR  
KINONDONI MUNICIPAL COUNCIL  
P. O. BOX 31902  
2MOROGORO ROAD  
14883 DAR ES SALAAM

Date 09/07/2015

Peter , Lucy Lyimo  
The Open University of Tanzania,  
P. O. Box 23409,  
**DAR ES SALAAM.**

### RE: RESEARCH PERMIT

Refer to the above heading.

I am pleased to inform you that your above request has been considered by the Municipal Director, and has offered you a place to research from 08/072015 to 08/09/2015.

Upon receipt of this letter, please report to the **Municipal Education Office Primary** for commencement of your research.

Hoping to see you soon.

A handwritten signature in blue ink, appearing to read 'A. B. Tutuba', is positioned above the printed name of the Municipal Director.

.....

A. B. Tutuba

For: **THE MUNICIPAL DIRECTOR**  
**KINONDONI**

**Copy :** Vice Chancellor,  
The Open University of Tanzania,  
P. O. Box 23409,  
**DAR ES SALAAM.**

